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ABSTRACT

A leadership class for high school seniors that has been offered since 1979 at Lakeland High School, New York, and that is popular with students, the school administration, and the community is described. Described also are the rationale behind the leadership program, the techniques found successful in moving it forward, the community resources that have proved valuable and receptive to the program's efforts, and some of the problems and roadblocks that those running the program have learned to avoid. Thirteen chapters include discussions of (1) the need for such a class; (2) the class goals, which are to better the students themselves, the school, and the community; (3) the class member selection process; (4) the summer workshops to develop camaraderie and understanding of self and school needs; (5) self-analysis exercises; (6) special class projects; (7) the inschool and group project committees; (8) individual projects, assisting charitable, religious, or humanitarian groups; (10) the leadership class teacher; (11) the class's grading system; (12) an evaluation of the Lakeland class's success; and (13) a sample of the class readings. (DCS)

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LEADERSHIP:

A COURSE OF ACTION FOR THE SECONDARY SCHOOL

Robert E. Maher

EA 017 606

"...It's time for a new generation of leadership to cope with new problems and new opportunities. For there is a new world to be won." John Kennedy

FOREWORD

During the spring of 1983, a small article describing a course called "Leadership" appeared in a journal read by many educators. The course was one which I had instituted in the fall of 1979 at Lakeland High School in Shrub Oak, a middle class suburb in northern Westchester County, New York. Shortly afterwards, and much to my surprise, nearly five-hundred letters from across the United States poured into my office requesting information about the course. Apparently the need that I had sensed in 1979 is one that other teachers and administrators have experienced as well.

With this volume I hope to explain in some detail my reasons for starting the Leadership program at Lakeland, the techniques that I have found to be successful in moving it forward, the community resources that have proved valuable and receptive to the program's efforts, and some of the problems and roadblocks I have learned to avoid.

In short, it is my hope that this book will make it unnecessary for teachers and administrators eager to begin a course in leadership to rediscover the wheel. At the risk of seeming boastful, I feel entitled to say that the Leadership program at Lakeland "works." Student applications for the course grow with each year. Our admininstration is pleased with the role that Leadership students have played in our school district and the community has responded favorably to the student volunteers from the program seeking to serve charitable and humanitarian needs at the local level. I am confident that other schools can enjoy the same level of success by examining and adapting to their own institutions the strategies we have used at Lakeland High School.

" A leader is someone who -- knows the way,
goes the way,
and shows the way to others."

WHY LEADERSHIP?

Judy Garland and Mickey Rooney taking time from their chem labs and term papers to produce a student-performed musical for a local charity in the old Andy Hardy movies; "Archie" and his friends laboring long hours to decorate the gym for the prom; the student-athletes in the Clair Bee and John Tunis sports stories struggling for a victory on the football field, cheered on by apple-cheeked cheer leaders with homemade pom-poms, while parent volunteers take time from their work at the hot dog stand to root on the team. There was a time not that long ago when American high schools were represented by such images in the public imagination.

Of course it was an unrealistic image; it overlooked many less healthy facets of the typical high school of those days. The point is, however, that for most Americans these images were representations of American secondary education at its best. Schools were places where such things did go on; maybe not always and for everyone, but they *did* go on often enough to make public support for public education something that was taken for granted. Americans were proud of their schools.

Then, in the 1960's and 1970's, something soured. Andy Hardy was replaced in the taxpayers' minds by an anti-social, drug dealing character who cut more classes than he attended in a graffiti-smeared school building.

To be sure, this image was as much a caricature as the earlier idealized version of the American high school student. But there was enough truth in it to be of concern. Things *were* going on in the schools that would never have

been tolerated in earlier decades. Teachers complained as loudly as the taxpayers. The current demand for a return to discipline and standards and a back-to-basics approach to curriculum is one result.

For the successful introduction of our Leadership course, however, one other segment of the community had to make its discontent felt: the students. They had to become like the famed Peter Finch character in the movie *Network*. They too had to look at what was happening to their world and say -- at least to themselves —"I am as mad as hell and I am not going to take it anymore!"

They had to begin to realize that the students who were disruptive were not making things miserable just for the faculty and administration (although they certainly were doing just that). They were ruining things for the great majority of the student body.

It is an old cliche in administration cirlces, but true nonetheless: 90% of the rules in a school are not made for 90% of the student body. And everytime a student from that disruptive 10% acts irresponsibly another rule is likely to be implemented to further limit the freedom of the responsible 90%. Someone vandalizes a restroom, so it is locked -- for everyone. A handful of students fight at an evening athletic event, so they cancel all night games. A fire alarm is pulled -- and the entire student body stands for ten minutes in the mid-winter cold. You get the point.

At our school it was the vandalism and loitering in the restrooms that proved to be the launching pad for the Leadership program. There were complaints — many to me — that the conditions were so bad that many students literally refused to use the restrooms *at all*, even though they were in attendance for over six hours each day. They refused to wade through the

loiterers, trash and graffiti to get to the cigarette stuffed urinals, cracked mirrors and stalls with broken doors.

It did not take much to convince a group of responsible and concerned students that this sad state of affairs could not be blamed on the teachers or the "establishment." The school administrators, after hearing their complaints, might be able to attack the situation: perhaps teachers or monitors in each restroom. But our challenge was for the students to come up with a better answer, one that would not further escalate their parents' tax payments. Could they take the initiative to solve the problem? Could they play a role in improving things for their fellow students? Could they step forward and become leaders?

" The important thing is this: to be able to sacrifice at any moment what we are -- for what we could become."

"A winner make commitments.	A loser makes promises.
When a winner makes a mistake, he says, 'I was wrong.'	When a loser makes a mistake, he says, 'it really wasn't my fault.'
A winner works harder than a loser, and has more time.	A loser is always 'too busy' to do what is necessary.
A winner would rather be admired than liked.	A loser prefers to be liked and accepts mild contempt for it.
A winner says, 'There ought to be a better way.'	A loser says, 'That's the way it's done.
A winner respects those superior to him and learns from them.	A loser resents those superior to him and finds chinks in their armor.
A winner feels responsible for more than his job.	A loser says, 'I only work here.'
A winner believes we make our own bed and must lie in it.	A loser blames 'politics' or 'fate'.
A winner credits 'good luck' for winning, though it isn't good luck.	A loser blames 'bad luck' for losing, though it isn't bad luck.
A winner will leave the road when he doesn't agree with its directions.	A loser follows the 'middle of the road' no matter where it leads.

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SELF, SCHOOL AND COMMUNITY

Undoubtedly others have expressed the same thought in different words, but the way I would phrase it is that a successful educational program ought to serve three needs: the Self, the School and the Community. Leadership attempts to fulfill these needs by having each student in the program analyze how he or she can best fit into a network of service organizations, first within the school (his or her immediate community as a student), in the local community (the neighborhood), and on the national and international level by association with charitable groups such as UNICEF (United Nations International Childrens Educational Fund), Muscular Dystrophy and Guiding Eyes for the Blind.

The goal, then, is for the students to better themselves, first by knowing themselves and what kinds of leaderships roles they are best suited to perform; to better the school as an educational and social community so that the student body will encounter a healthy and supportive atmosphere for their growth as scholars and persons. The next step is for the Leadership students to become involved in established community organizations. Of course, it would be unrealistic to expect the class's impact to be as great or as measureable in these outside civic and charitable activities as within the school itself. However, through these community projects the students take the first steps toward the roles they will later play as adult members of society. It must be stressed, as we will shortly explain in detail, that all of these activities take place under the constant supervision and direction of the Leadership classroom teacher.

What we aspire to is both a horizontal and a vertical development. The

students seek to know and improve themselves as individuals through classroom readings and activities; they become involved with committees charged with a specific task to improve the school; they are responsible for a serious commitment to a neighborhood project; and the Leadership class, as a class, undertakes group projects - usually charitable fundraisers for national and international organizations. All these activities take place as separate undertakings, as *vertical* projects with a purpose of their own.

But, the point is that the students self-development will be thwarted by a school in disarray. A school with difficulties will only be supported in its efforts to improve itself by a community of taxpayers that views the student body in a favorable light, the kind of favorable light likely to be thrown upon students teaching Sunday school, volunteering in local nursing homes, collecting food and toys for orphans and organizing blood drives (which are actual activities of our Leadership class). Thus the *horizontal* connection - the integration of self, school and community. One cannot be what it ought to be without the successful support of others.

"Throughout the centuries there were men who took first steps down new roads armed with nothing but their own vision."

Rand

"Enthusiasm is the electricity of life. How do you get it? You act enthusiastic until you make it a habit. Enthusiasm is natural; it is being alive, taking the initiative, seeing the importance of what you do, giving it dignity and making what you do important to yourself and to others."

STUDENT SELECTION

Before attempting to describe the way classroom activities and projects are selected and integrated into the overall Leadership experience, we would be wise to spend some time describing the process through which the members of the class are screened and selected. It is a matter of crucial importance. If the Leadership class is perceived unfavorably by the faculty or student body, or if the members of the class perform unacceptably in their community projects, the result would be counterproductive to the extreme.

How many students should be in the program? Well, it is necessary to be a bit arbitrary here. I would say that the members should be seniors and no more than 10% of the graduating class.

They should be seniors for two reasons. First of all, it is easier to find room for the course in a school's schedule as a senior elective. Also, in general, seniors are the natural leaders of the student body by virtue of their age and experience. (At Lakeland we have also found the course to be a good remedy for what we all know as "senioritis"). The class should be limited to 10% of the senior class because, by definition, it is a program for those suitable for, and willing to undertake, a position of leadership, and that cannot be a large percentage of any group in question.

This is not tc say that elements of the Leadership program cannot be added to the general curriculum. The self analysis, the introduction to community and charitable work, the awakening of a humanitarian sense of responsibility for those less fortunate than outselves - all these things would be beneficial to the entire student body. But the committee work involved in Leadership by its very nature has to be limited to a number supervisable by the Leadership teacher. Twenty to twenty-five students is the maxim I would suggest,

It should be noted that it is recommended that the Leadership teacher not limit his or her attention to the seniors actually registered in the program. From freshman year on, members of the student body should be "scouted" as potential student-leaders. No matter how meticulous the process of screening and selection, it is preferrable that the candidates not be strangers to those making the final decision about admission to the class. If they have been observed in a variety of situations during their first years as members of the student body, in the classroom, on the athletic field, in student government, it will lessen the chances for a "ringer" making the grade. No one would want to see a poor choice selected for the group simply on the basis of a good acting job juring an interview; or worse, find a stellar candidate passed over because of a poor day during the screening.

The Leadership class works best as a full year elective. And by full year I mean full year, not the one-hundred and eighty day, ten month school year. In fact, if one were to be precise, the course is a fifteen or sixteen month undertaking. Permit me to explain.

Applications are first filed in the late winter by eleventh grade students who wish to be considered candidates. While the class does not formally begin until the following September, those selected as candidates, immediately upon their acceptance -- while they are still in the eleventh grade -- begin their responsibilities. They organize a major spring benefit or charitable activity under the supervision of the seniors about to complete the program. Hence each student will have the experience of supervising a younger group in a Leadership activity, showing them the ropes, acting as leaders of leaders, if you will. In addition there are several Leadership Summer Workshop/Training Sessions to insure that the new class will be ready to go into action immediately upon the

resumption of school in September. (We will have more to say about these summer sessions in due course.)

But before any of these activities can begin, it is necessary to make sure that the right students have been chosen; that the class has the right "chemistry." Our goal from the very beginning has been to insure that the class represents the entire spectrum of the student body.

The following figures are, of course, a generalization; the breakdown is stereotypical. Yet, as with most stereotypes there is an element of truth to it. It has long been my feeling (and I think few would strongly disagree) that any given class of high school students can be categorized as:

10% - "cream of the crop"
20% - "good kids"
50% - "silent majority"
15% - "turned off kids"
5% - "troublemakers"

By "silent majority" I mean those who can be swayed to behave most admirably, or into disruptive ways. The "troublemakers" will include students who have a history of serious disciplinary problems in the school.

Naturally these segments of the student body will not be equally represented in the Leadership class. The applications, for one thing, tend to come in the main from the top 30% of the class, the "cream" and the "good kids." But if the program is to avoid the image that so often attaches to many student government organizations --- of being a clique that represents only a few "goody two shoes" and socially active kids in the school - some effort must be made to insure that the other groups are represented, even if that requires the Leadership teacher going out and recruiting some of the turned off kids and troublemakers.

One of the goals of the program is to turn some of these latter groups around or, at least, to lessen their negative impact on the school. Some lines

of communication must be opened to them in order for this to happen.

Are tnere dangers in giving positions of leadership and responsibility to such students? Yes, but if the situation is handled properly, not as much as one might think. Perhaps the legendary Father Flanagan went too far when he informed the world that "there is no such thing as a bad boy." Certainly I would be willing to admit that there are some bad apples, but I also would insist that there are certain students in the groups in a school that are considered uncooperative and troublesome who can be valuable assets to a Leadership program. Often these are students whose disruptive behavior is just a stage in their maturing process or the result of a poor family situation beyond their control. The job for the Leadership teacher is to find those whose hearts are in the right place.

It should be observed that the very fact that a student applies for the Leadership class or is favorably disposed to an invitation to join is a positive sign - no matter how blemished his or her prior record. Actually it has been my experience that during the screening process it is more important to be on the lookout for the "good" students who are choosing the course for the wrong reasons, perhaps to pad a resume or to be in the company of a certain crowd they perceive as "in." (Although the amount of work required will scare off the glory hunters, usually during the first assigned project.)

The advantage of having access to the thinking and rumor mills of the "troublemakers" is so great that it would be a mistake to avoid recruiting some representation from this group as being too bothersome. Given the right projects and responsibilities, the attitude of these students can be surprisingly favorable. And, like it or not, these students are part of a school's clientele. Little worthwhile can be accomplished without, at least, their acquiescence.

The only prerequisite we stress is the determination to improve self, school,

and community; to "count", and to make a difference. No experience is necessary, only desire. In the adult world it is not only onetime honor students and cheerleaders who operate businesses, chair charitable funds, head fraternal organizations, run political parties, labor unions and chambers of commerce. Why, then, should there be only one type of teenager thought appropriate for positions of responsibility in a high school community?

The actual screening consists of a series of interviews conducted by the Leadership teacher, along with the present members of the Leadership class. The qualities the interviewers seek to uncover are a genuine commitment, perseverance, and a determination to serve through leading. The interviewers will inquire about volunteer work previously undertaken by the candidates, either at the school or with their church or synagogue, Boy Scouts, Girl Scouts, local ambulance corps, etc.. The candidates are asked about their motives for applying to the Leadership class. A major part of the interviewer's job at this point is to spot the candidates who are giving the "right" answers only because they think they are the responses the interviewer wants to hear. The candidates' school records are reviewed. In some cases the candidates' teachers, or administrators, are queried about incidents that might work against the student. One cannot be too thorough at this stage. A poorly selected class will cause a year of headaches for everyone involved.

At the end of the screening a group slightly larger - say, ten or so - than the intended class size is chosen. The assumption is that there will be dropouts during the project assignment which the group undertakes that spring or during the summer training workshops. The course is not a frill; nor is it an easy grade. There are other electives that a student can select that will make senior year less demanding academically than the first three years in high school. Leadership is not meant to be one of them. Once that idea sinks in, certain students change their minds about the attractiveness of the course.

It is enlightening - often truly surprising - to watch the enrollees go into action for the first time with the spring project. Unexpected attitudes pop to the surface. Some students show unanticipated levels of competence, creativity, independence, and determination. Unfortunately, some others begin to display tendencies toward shirking responsibilities, goldbricking, and an uncooperative demeanor. You find out who are likely to be the whiners and complainers the group can do without.

With the soon-to-be graduated Leadership class in their supervisory roles, teams of the new enrollees are placed on committees. Our recent blood drive at Lakeland can serve as an example.

The local blood bank is contacted about suitable dates. A site for the actual donations is chosen by another committee through consultation with the school administrators. Another committee works on publicity, making posters, contacting local radio stations, making announcements, distributing pamphlets. Arrangements are made to secure the custodial help needed to set up and break down the donation site. A refreshment committee makes arrangements. A sign up committee secures the required forms. Regular meetings are held to coordinate the work. Reports are given to the Leadership teacher and to the other committees. Opportunities are sought for the graduating seniors or for the teacher to give leads, correct errors, or rally the group on to sterner efforts. Occasionally the seniors meet with the Leadership teacher to assess the "performance under pressure" of the new enrollees.

"Some men see things as they are and say, why.
I dream things that never were and say, why not."

Robert Kennedy

"The world is full of willing people -
Some are willing to work, the rest are willing to let them."

THE SUMMER BREAK

Some might question whether the summer workshops are really all that necessary. After all, they do place unique demands upon both the teacher and the class. What about vacations? Summer jobs?, all work and no play, etc., etc?

Well, I will not back off here. Leadership is different. It requires a commitment different from any other course I can think of. A team spirit is required to make it work. I locate much of our success with the camaraderie and understanding of self and school needs developed in our summer workshops.

First of all, the summer workshops need not be unpleasant or a burden to those involved. Not at all. Nor do they have to take place in a classroom. Quite the contrary. I suggest, in fact, that they are better if they do not. Picnics, softball games and beach parties provide a far better atmosphere for the process I have in mind.

We seek an informal, relaxed atmosphere, a period when a serious pursuit of self-awareness and values clarification can take place.

"Relax and Perfect" is the phrase we use at these gatherings. The new enrollees are encouraged to examine what is happening to their lives. Are they proud of the type of young American they are becoming? How is their present behavior and level of accomplishment going to effect their adult life? They are quickly leaving the stage of their lives where failures can be explained away with the plea that they are "just kids." Can they avoid in the future the pitfalls that have been holding them back from realizing their full potential? Do they recognize those pitfalls when they see them? What turns are they taking along the road of life?

And what about our school? Is it doing all it can to help them face the challenges of college and the world of work? If it is not, what can be done? Many school districts pay consultants thousands of dollars to study these issues. Faculty

students involved in the effort? In many cases, they have a clearer picture of what is going wrong than anyone else. Where can improvements be made? How much blame lies at the doorstep of the student body? Where has a lack of student responsibility and initiative been to blame for the school's shortcomings? What new programs or facilities can be instituted to make things better? How can student leaders assist the administration and faculty in making the needed changes?

Group discussions are encouraged on all these topics. What is holding back our high school from becoming the best in the state? How can the Leadership group point the school in that direction?

Naturally there could be some scoffing at the idea of "best in the state." Us? Come on! If such a reaction occurs, either at the summer workshops or in the early class sessions, it should be seized upon as a teachable moment. Positive thinking should be stressed; negativism should be displayed as a defeatism that holds back progress, keeps us mediocre, luke-warm, complacent - keeps us from becoming effective leaders. The students should be reminded that Rome was not built in a day, that measureable improvements often take years; that even minimal improvements, laying the foundation, are critically important. A journey of a thousand miles begins with a single step.

It is important, by the way, for the teacher to remember that a negative or defeatist reaction is not uncommon at first, even with students who go on to experience great success in the course. The prospect, for example, of phoning community leaders, celebrities, newspaper editors, television stations, can lead to a disconcerted "Who me? What should I say?" The responsibility of coordinating perhaps a dozen or more committees and dealing with teachers on the new level required in Leadership can appear overwhelming to someone who has never undertaken anything more complicated than cleaning up his room.

It is for this reason that initial projects, especially the individual tasks, should be carefully chosen so as to insure some initial success for the students. A confidence builder should be sought. Even later on, in the more ambitious undertakings, it is a good idea to set recognizable short term goals along the road to the project's overall end so that the student-leaders can experience success. Give them a feeling that they are getting somewhere. Using our blood drive, once again, as an example: make the successful contact with the blood bank officials step one; the agreement for a suitable site in the school building step two, etc.. In other words create a mood of "Okay, that's been taken care of now. We're on our way. What's next?"

By the time the summer workshops are over, the members of the class should know each other and have developed a basic trust in each other as "team players." They should have a confidence that they can make things happen for the better come fall. They should have a clear idea of some changes they want to effect in the coming school year, some problem areas they want to attack. They also should have taken stock of themselves and come to grips with what they have to offer the school community, and what it is in their personalities that is standing in the way of their making that contribution.

These achievements are reinforced by trips scheduled during the school year. Our hope is that the students will be able to get away from the usual routine and take stock of the group's progress. How close are they coming to the goals they set for themselves during the summer?

"Society has a need for individuals who are intelligent, imaginative, educated, and motivated to provide leadership "ihru their planning, creating, inventing, teaching & building."

"Success does not necessarily mean that we must earn a great deal of money and live in the biggest house in town. It means only that we are daily engaged in striving toward a goal that we have independently chosen and feel is worthy of us as persons. It is the carrot on the stick that keep us striving - that keeps us interested - that gives us a reason for getting out of bed in the morning."

To achieve all that is possible
we must attempt the impossible
To be as much as you can be
we must dream of being more.

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SELF

In the early weeks of the fall semester the Leadership class undertakes an in-depth self-analysis and goes through the first in a series of inspirational and motivational readings. (We will describe some of them shortly.) The premise is the wisecrack baseball people used to make about how Babe Ruth's less-than-examplary personal habits made him unfit to manage a major league baseball team: "If he can't manage himself, how is he going to manage anyone else?"

The students are encouraged to confront the character quirks, and shortcomings that prevent them from maximizing their potential, first as individuals, than as leaders.

There are several techniques we have found effective in helping the students confront themselves in an honest and forthright manner; also, several exercizes that we have found will help the students deal with the group dynamics and pressures involved in assuming a leadership role with their peers; others to promote effective decision making. Below is a brief description of some of them.

Life Collage. The students are asked to put together a college that will effectively portray the high and low points and shpaing influences in their lives. Our experience has been that the students undertake this task with an amazing degree of honesty and candor. They will portray unpleasant incidents -- deaths, moral failures -- as well as their proudest moments -- the thrills of victory and the agonies of defeat. What results is a single artistic representation of "who they are, "and the force that helped mold their personalities; beliefs, convictions, fears, anxieties, insecurities.

The hope is that, in the process of putting together and interpreting the collage, the students will see themselves more clearly.

Does it work? I think so. The students say so. They begin to talk of an interrelatedness of the events of their lives which they had not confronted before. They also begin to see in the pictures on each other's collages what it is that leads to the differences and similarities present within the group: wedding pictures, large and small family photos, First Communions, Bar and Bat Mitzvahs, funerals, awards, pictures of athletic achievements in local newspapers, rock goups, sports heroes, report cards with failing grades, houses in other parts of the country, photos indicating divorces and remarriages, grammar school teachers many of the students still remember with affection.

Personal Diary. The students are encouraged to take stock of their lives on a regular basis, to make a record of their accomplishments on a daily basis to see if they are truly progressing as leaders, spinning their wheels, or perhaps falling back into old and self-destructive patterns of behavior. Since one of the basic questions the Leadership students are expected to ask themselves is "where am I going?", they should be able to see in the pages of this diary something they can point to with pride; or question their actions.

Favorites. Some class time is spent on an analysis of each student's favorite song. Since much modern popular music, especially rock, features songs with a message or an image attached to them, this exercize works quite well. Why does one student "hate disco" with such passion? Why has another decided she prefers jazz to the rock she used to love so much? Why has another found out that country music is so much more to his taste than punk rock? Why do so many of them feel compelled to wear T-shirts that insure everyone else knows of their choice? Why does a particular ballad have such

a prominent place in someone's life?

A similar exercize centers on a discussion of what animal would best represent each member of the class. What animal would they pick to become if such a choice became necessary? Why? Do the other members of the class think another beast a more appropriate representation? Why?

Naturally this exercize usually leads to a good deal of good-natured ribbing among the students -- which is fine. It works. Students who wish to be lions or panthers are saying something about themselves that is worthwhile for them to confront. As are those who would prefer to be sleepy old steers sitting in the shade, or those who think they would be best represented as tigers when the rest of the class thought they would pick a jellyfish. Later, after the laughter has subsided and the students have a chance to reflect on their own about what took place, valuable insights will occur.

Cue-card Perception. This is an interesting training session, and one that we find quite productive. The exercize is based upon the fact that a successful leader must know how to "read" the group he or she is attempting to direct. Are they responding the way he hoped? Are they enthusiastic? Openly hostile? Quitely derisive? Indifferent? Is there another approach that would work better with the group? The object of the exercize is to sharpen the students' ability to spot the varying responses.

The method we use is to have each student report to the assembled Leadership class on one of the committee projects. While the report is being delivered, cue-cards are held up so that the group receiving the report can view them, but the student delivering the report cannot. The cue-cards give a varity of instructions: e.g., "ignore me," "tease me," "humor me," etc..

It must be emphasized to the group receiving the report that they must not overact if this activity is to be effective. They cannot allow themselves to become caricatures of the attitudes they are seeking to express. Otherwise it will be too obvious to the student delivering the report. The reporting students' task is to see if they can spot listener reactions comparable to those they actually will encounter when their committee work begins; to see if they are getting their point across; if they are able to discern whether they are being listened to or merely heard. Can they key on the audience's response and alter their delivery to bring the group around?

Pressure Tests. After the course has been in session for a month or two it is worthwhile to put the student-leaders through the wringer a bit. Since one of the key attributes of a successful leader is the presence of mind required to perform with grace, composure, and effectiveness under pressure, some way must be found to help them confront the need to not panic when things get heated.

A mock crisis can be created in the classroom as a testing ground. One such "crisis" I have found effective is to come to class one day with an unannounced test, which I tell the class has been ordered by the district superintendent in response to community complaints that the Leadership class is a "social club" with no academic requirements. I proceed to produce a test on our class readings that is unreasonably demanding, and, with a great show of dismay and a string of protests that "my hands are tied," I inform the class that the test results are going to have to be used for a substantial portion of their upcoming report card grade. Images of permanently scarred grade transscripts being sent to the colleges that they are hoping to attend, lowered class rank, and short-circuited career plans begin to

float past the class's eyes. You can actually see it in many of their faces.

As you might expect, the immediate responses vary: anger, despair, resignation, some brooding. But some of the class show their mettle. They begin to act as leaders. They take the bait and begin to seek a reasonable way out of the dilemma. They remain calm and ask the teacher to organize with them to make an appeal to the sense of reasonableness and fair play of those in the district office who are acting in what appears to be such an irrational manner. The next portion of the period is spent in setting up the strategy and tactics for our appeal. The last ten or so minutes is reserved for letting the students in on the ruse, and having them analyze why they performed, or failed to perform, under the gun. Those who responded in a less-than-satisfactory manner profit most of all. They failed to come through in a mock situation where that failure hurt neither themselves nor anyone else. It is hoped that they will learn from that shortcoming, and be able to turn things around when the chips are really on the line.

By the time these class exercizes are completed our hope is that the leadership students will have:

1. a better understanding of how others perceive them and why
2. acquired "listening" rather than "hearing" techniques.
3. learned how to deal with others, individually and collectively
4. learned how to make a good decision and to live with the results
5. learned the art of persuasion and influence
6. learned how to stand up for their principles in the face of unfavorable reactions.

A future leader is someone who has acquired most of the above traits and the will to use them at the appropriate time. There are many who have

Leadership potential, but only a few who realize and accept the challenge.

Leadership requires an understanding of 2 major concepts:

'I count'

'I can make a difference'

SPECIAL PROJECT

"Oh, my friend -- I have lived almost 50 years and I have seen life as it is -- pain, misery, hunger, cruelty beyond belief -- and I have heard the singing from the taverns and the moans from the bundles of filth in the streets. I've been a soldier and I've seen my comrades fall in battle -- or die more slowly under the lash in Africa. I've held them in my arms at the FINAL MOMENT -- these were men who saw life as it is and yet they died despairing -- no glory, no gallant last word -- only their eyes filled with confusion, whimpering the question: "Why?" And I don't think they asked why there were dying -- but rather, why they had lived. And life itself seems lunatic -- who knows where madness lies. Perhaps too much sanity may be madness. To seek treasure where there is only trash -- perhaps to be practical is madness -- and madest of all is to see life as it is and not as IT OUGHT TO BE."

SPECIAL PROJECTS

After our earlier description of how our Blood Bank was organized it should not be necessary to describe here in detail the way our other Special Projects are administered. The Leadership teacher's responsibilities are basically those of an organizer and coordinator, guaranteeing that there is a proper division of labor among the students in the class. The exact details of that division of labor will depend on the type of fundraiser being launched. There is a difference between organizing a car wash at a local gas station in order to raise money for the school band, and sponsoring a basketball game between the faculty and the New York Yankees for the purpose of donating the proceeds to a local charity.

The fundraisers most likely to succeed will vary, depending upon the time of the year and the area of the country. But to provide those interested in beginning a Leadership program with some food for thought, I have listed below some of the projects that have worked for us in our area of the country. Literally thousands of dollard have been raised each year by our Leadership classes through undertakings such as these:

Spare-a-Bite Program. Through a month-long promotion--posters, announcements, handouts--students are encouraged to donate the cost of one "skipped" mean to aid world hunger. The money is chanelled to UNICEF. The United Nations agency will provide posters and advice about the best way to organize the effort.

Muscular Dystrophy Sports Games. Softball and basketball games are held, pitting the school faculty against local professional athletes, radio and television celebrities, and local police officers.

Usually all it takes to get the cooperation of the sports and entertainment celebrities is a phone call. Local teams and radio and television stations will often have a desk specifically assigned to such charitable functions. Don't be bashful. Call, or have the students call. Another successful fundraiser of this sort was a basketball game against a team from the Eastern Paralyzed Veterans Hospital. Other areas of the country are sure to have something similarly worthwhile.

Foster Parents Plan. Money from a variety of the Leadership fundraisers was used to support an orphan from another country--a most rewarding activity for the class. The agencies involved in such work--the one we used is called "Foster Parents Plan" of Rhode Island--arrange for pictures of the adopted child, as well as having the child write to the members of the class providing the support. The usual arrangement is for the agency to set an amount to be donated per month to cover the child's basic support.

Holiday Toy Drive. During the Christmas/Hannukah season the student body is encouraged through the usual vehicles of posters and announcements during the homeroom period to bring in a toy so that children in orphanages and foundling hospitals can experience a visit from Santa Claus. The class hires a truck to transport the toys and a group from the class oversees the distribution to the proper charitable institutions.

Prom Night "Hot-Line." Through this committee's work we attempt to avoid the tragedies that all too often result from prom night drinking and driving. We, first of all, encourage the students not to drink on the prom night, but as everyone is aware, once the students leave the supervised prom site for further festivities, there is a strong possibility that a number of students will drink to a dangerous excess. What we

attempt to do is provide such students of their passengers with an alternative to a dangerous ride home. We set up a network of parents and responsible alumni who are willing to come out, even in the wee hours, to drive home anyone who finds himself or herself in a questionable situation. The students attending the prom are assured that no questions will be asked. A promise of no recriminations is given. No tales will be told. Each student attending the prom is given a card with a phone number when they receive their prom bids. The number is also prominently displayed at the prom itself. A call to that number will get them the ride home they need.

> *"The times cry out for leaders to guide the people safely in the world where, without vision, more people will perish in more different ways that ever perished before."*

COMMITTEES IN ACTION

"Effective leadership beings with...

Confidence...inself, others, your cause, in God's care

Optimism...the goal is not only good but reachable.

Knowledge...of the underlying problem, what needs to be done and how to do it.

Concern....charity is reaching out to others.

Decisiveness...in weighing options, making decisions and gaining overall acceptance.

Openness...in respecting options of all.

Good Example...a willingness to always help out - even the menial tasks.

Patience...to plan adequately and to await the 'right time'

Courage...to withstand criticism, sacrifice self, to resist pressure and preserve in the face of adversity.

Communication...in trying to understand what others are saying and to convey decisions and action plans clearly."

BEST COPY

COMMITTEES IN ACTION

Once again, each Leadership student is responsible for two committee experiences during the course of the program: an in-school committee assigned to a specific school-betterment task, and a committee within the group-projects undertaken by the Leadership class as a whole. (In addition, each student must work on his or her individual community-action project.)

It is in reference to the in-school committees that the most questions usually arise. "What kinds of things do the students do?" people frequently ask. The committees that seem to work best at our school include: Announcements, Bulletin board, Career Awareness, Newspaper, Radio, Cable TV, Supervisory, including what we call "School Watch."

Each of these committees deals with the overall betterment of the school in interlocking roles. The students in the class select whichever committee they concluded is best suited for their talents and dispositions. They serve on this committee from May of their junior year through April of their senior year, then as advisors to the new Leadership group from May until they graduate. The committee's members are expected to report on their work to the assembled Leadership class on a regular basis in a formal, coherent and prepared manner, much as would be expected in a business or professional organization.

Announcement Committee. This committee writes and edits and delivers all intra-school announcements: birthdays, club and sports announcements, important events, activity preludes, thoughts-for the-day/week, plus the fundamental building news. This means that all copy for the announcements is turned in to them, including that from teachers and heads of organizations. In our building these announcements take place during the homeroom period at the beginning of the school day.

Great care is taken to provide that the announcements will cover the broad spectrum of activities and interests of the student body. They must not take on the appearance of being private communiques for an in-group. The goal is to initiate and encourage school spirit, as well as inform. Catchy, peppy, funny, sometimes musical, announcements are produced to set an up-beat and positive mood for the school day, to make the student body feel good about itself and to want to participate in the school activities being described.

Bulletin Boards. The work of this committee is very similar to that of the Announcement Committee. In our building there were four or five bulletin boards used in a haphazard fashion by whatever student organization was interested in promoting an activity. The Leadership class, after consulting with the school administration, undertook responsibility for managing these boards, plus several others installed upon the prompting of the class. Each class (senior, junior, sophmore, freshman) was assigned a board. The others were allotted to various school organizations: Student Government, Sports and Clubs, "Graffiti" (for a variety of unanticipated needs, Date and Saying-of-

the Week Board, Guidance Board (usually college and career publicity), Newspaper Articles Board (clippings from local newspapers about the school and student body), and the "What's Happening?" Board.

It is this committee's responsibility to find material suitable for each of the boards, either by clipping or drawing it themselves, or by having other students do the artwork, then to make sure it is tastefully and colorfully arranged--and that it stays this way. The committee, in other words, is responsible for maintaining the boards: removing graffiti or improper displays, as well as changing the displays on a regular basis to insure that each board will be up-to-date. It is stressed to this committee that their efforts should insure that the school bulletin boards were both informational and inspirational.

The effect of this work on the overall atmosphere of the school is considerable. I was able to notice it most whenever I walked through another school where the bulletin boards were not given any thought or care, where rag-tag posters from events long past were mixed with obscene graffiti and hastily scrawled notices about upcoming events. It might be argued that a bulletin board is an insignificant feature of a school, hardly worth great concern; but I don't think the argument would be pressed if anyone could see the difference in atmosphere in a building where the bulletin boards create an image of a school where good things are going on, where people care. Bulletin boards are quite often the first things that catch the eye of a visitor to a school, including the voters on the day the budget is either accepted or turned down.

Cable TV and Radio. A few years back it would have been unreasonable to suggest that a group of high school students go out and produce a monthly television program. In some large metropolitan areas the birth of the cable television industry has changed this situation. For the foreseeable future a good number of the cable television stations will be looking for suitable programming to fill their air time, expecially in the non-prime time hours. And what better to suggest to them than a show with a built-in audience, an audience of a good number of the local high school students and their parents? We call our show "Lakeland High School in the News."

But where will you find students with the required expertise? There really is no problem here. The local cable operators will provide the essentials, the technical assistance, the training required. Surprisingly, it takes only a few hours to get the students ready to produce their own show.

And what will they do during the hour they are "on the air?" (Actually they will be on a cable.) Basically, that is the committee's decision. I think you will find the students quite imaginative and creative. In all likelihood, it will be the Leadership teacher's job to winnow through the suggestions for a good show and help pick the best. Interviews with students who have achieved something out of the ordinary in the school or community, round table discussions of some school program or problem, student produced plays,

exhibitions of the school debate team, profiles of a student or teacher-of-the-month are just a few of the shows that are likely to do well.

Local radio stations are another source that can be tapped for this type of activity, either in addition to or instead of the cable television station. It is my belief that every area of the country will have some stations willing to participate in such an enterprise. A little preparation and some legwork will result in a surprising amount of goodwill and cooperation from people in the radio and television industry. After all, their business is attracting viewers and listeners. If you can convince them you have an audience for your proposed show, and if the students display some sincerity and a willingness to learn, you are home.

Tell the students on this committee to be daring, to "go for it," "to make it work." They cannot undertake this committee work with the assumption that the important people in these media simply could not be interested in a show by a bunch of kids. Write them, call them, tell them what you have in mind. Go to the top. contact the station manager. Don't assume that people in high positions will be unwilling to talk on the phone. They are not always too busy to listen.

(Just as an aside: In our Leadership program I had occasion to call Yankee Stadium for some assistance. I asked for and talked to George Steinbrenner, who was most cooperative and helpful.) You are only going to be perceived as a representative of something in-

significant, if you act that way.

The results? An ongoing public relations build-up for the school. The students begin to see their school in a different and positive light. (For the "television generation" nothing gives more importance than being on television: it is instant credibility.) The community hears something good about the school, sees "good kids" doing something worthwhile, instead of the usual newspaper stories of drug busts and fights and car crashes involving students. The students on the committees benefit from what amounts to a free communications internship with the local stations. You can watch their poise and polish develop with each broadcast.

Newspaper committee. As one would expect, this committee's work is much like that of the television and radio committee's. The cooperation of local newspapers, if anything, comes even easier than that of the television and radio stations. In fact, they usually are enthusiastic. The do have space -- if a well-written student column is offered to them, something on a regular basis about school activities, guest speakers at the school, special programs, student trips, interviews with students who have achieved significant honors in the classroom or community work, faculty and administration profiles.

Our students on this committee meet with the local city editors to establish guidelines. In addition to writing their own column they also agree to serve as 'tipsters" on possible feature articles for the newspaper's staff reporters.

The experience this committee offers to the young would-be reporters is hard to overestimate. While providing free "good press"

for the school, they enjoy the thrill of having their own byline, of "being published" on a level not often enjoyed by high school students.

It is important for the Leadership teacher, perhaps with the assistance of an English teacher, to make sure that these columns are presented to the newspapers in an error-free and professionally appearing text. Nothing can deaden the enthusiasm of the newspaper editors as much as sloppy and awkward writing. They know they are not dealing with Pulitzer Prize winners, but they will not respond well to copy that does not exhibit care and attention and a reasonable level of competence.

Career Awareness committee. We have found this an area long neglected by the schools. Granted, students deserve a time in their lives when they are free to fantasize about unlikely careers--private detectives, movie stars, professional athletes, and the like. But it also would be beneficial if they were made aware of the nature of their more down-to-earth (and more likely) second choices. It is amusing, but sad too, to hear students planning careers for which they are clearly unsuited, or which are unlikely even to exist when they are adults, or which involve levels of training the students would never be willing to accept. This lack of realism is sad because it implies that the students are not familiar with a career choice more suitable and rewarding for them. How often have we heard disgruntled adults moaning "if only I had known" about a career they moved in to

without sufficient forethought, or about one they overlooked much to their sorrow.

Probably a good deal of this kind of complaint is simply a grass is greener perspective, but not all of it. And it certainly would not hurt if students were exposed to an accurate and planned description of what certain careers are like, descriptions presented by people actually on the job.

To this end the Career Awareness committee is responsible for investigating a variety of careers, from accounting to zoology. Each member of the committee is assigned to a number of careers, usually ones which the student is considering. The committee members then research the career, contact people in the profession, and, if possible, arrange for visitations to our school. They also are able to set up what we call "mini-internships" in some cases: a short taste of the job for interested students. When members of the different professions come to the school, conferences are held, open to all members of the Leadership class and other interested seniors. The members of the committee, in addition to inviting the speaker, arrange for a suitable room for the conference, greet the speaker, and share the discussion on the day of the conference.

The culmination of the committee's work is a journal kept in the guidance department of the school. The committee members file their reports in this journal at the end of the school year. (Their grade is largely determined by the quality of their submission.) What

results is an index, increasing in size with each Leadership class, of career facts and figures available to the entire student body.

"A good leader can make people feel good, secure, needed, wanted and productive.

All of these add up to sound mental health for people.

If good mental health prevailed in the land, we would experience a great difference in the quality of environment."

LORD, FORGIVE ME WHEN I WHINE

"Today, upon a bus, I saw a lovely girl with golden hair.
I envied her--she seemed so gay.
When she rose to leave, I saw her hobble down the aisle.
She had one leg, and used a crutch.
But as she passed, she smiled.
Oh, God, forgive me when I whine.
I have two legs.
The world is mine!

I stopped to buy some candy.
The boy who sold it has such charm.
I talked with him and he seemed so glad.
And as I left he said to me: 'I thank you."
You have been so kind. It's nice to talk with folks like you.
You see, he said, 'I'm blind."
The world is mine!

Later, while walking down the street,
I saw a child with eyes of blue.
He stood and watched the others play.
I stopped a moment, then I said:
'Why don't you join the others, dear?"
He looked ahead without a word, and then
I knew he couldn't hear.
Oh, God, forgive me when I whine.
I have two ears.
The world is mine.

With feet to take me where I want
to go, with eyes to see the
sunsets glow, with ears to hear
what I would know...
Oh, God, forgive me when I whine,
I'm blessed indeed,
THE WORLD IS MINE!"

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INDIVIDUAL PROJECTS

In addition to their committee work all students must individually locate and volunteer to assist some worthwhile charitable, religious, or humanitarian group. "Wherever there is a need" is our motto.

The amount of time that must be devoted to the work varies from student to student and from volunteer activity to volunteer activity. For example, a student who volunteers to teach a Sunday school class for the year or to work in an old age home might very well be required to give more hours than one who agrees to work in the office of a local politician or to construct a new storage shed for the local volunteer ambulance corps. Or perhaps it will be vice versa; it is difficult to tell in advance. This is the point: one cannot predict how much time will be required for any particular undertaking; or to judge the quality of one volunteer work in relationship to another, or to the quantity of work involved in a third.

As a result, great flexibility is required when administering this portion of the course. Our policy is to require from twenty to one-hundred hours of volunteer work through the course of the year, to one or to a variety of charitable concerns. Up to this time, churches, synagogues, nursing homes, work with the blind or retarded or handicapped have proven to be the most commonly chosen projects of the students in the class.

On a regular basis, each student reports to the assembled Leadership class on the successes, failures, obstacles, stumbling blocks, keys to success, problems to avoid, interesting sidelights, and any other pertinent information they have encountered in their volunteer work.

This exposure to working in the community gives great satisfaction to the participating student/volunteers. By "giving something back" they discover the true joy that comes from helping others, especially those in need. They find out that they truly can make a difference; that they count, and can continue to count in life. I helping those less fortunate than themselves they earn a reward that is immeasureable and lasting (in relation to the persons they will become.)

In comparison to these profound humanitarian considerations it seems almost crass to mention the inherent public relations factor found in this volunteer work. But there is nothing dishonorable in a school system, or a teacher who cares about the success of his community's school, seeking to demonstrate to the community that its "products"--the young people of the area--are capable of mature and responsible and praiseworthy work in service of the community's deepest needs. The students involved in this type of committee work make that demonstration as well as any school activity I have encountered in my years of teaching.

Some of the volunteer projects are self-explanatory. As previously noted, we have had students take on the responsibility of teaching an entire Sunday school course for their church. Others have worked as teachers' aides in schools that specialize in the handicapped. Some have given their time in our own school district, going back to their middle schools and elementary schools to work as tutors for younger students having trouble with certain academic areas. Our local hospitals have proven to be a fertile area as well, giving our students the opportunity to work as "candystripers"

(Nurses' aides) and orderlies. We have several nursing homes nearby that have been more happy to give our students a chance to bring a little happiness into the lives of their patients. They have also steered some students toward home-bound elderly men and women who have been aided greatly by students who take care of the simple chores - getting the groceries, newspapers, and other odds and ends - we often take for granted. A local facility of Guiding Eyes for the Blind has given students an opportunity to work assisting those who train the marvelous guide dogs. Homes for the retarded are in need of mature and responsible volunteers. We have had students with skills in carpentry and construction skills volunteer their time to local neighborhood improvement projects: cleaning up vacant lots, refurbishing community centers, shoring up storage sheds and recreational buildings in local parks. The possibilities are endless.

It should be mentioned that this kind of work often allows a student to experiment with a possible career choice. They get a chance to taste the atmosphere in a certain profession, and sometimes make contacts with those in the field who will be able to guide them toward the proper training.

HEAVEN'S VERY SPECIAL CHILD

A meeting was held quite far from earth!
It's time again for another birth
Said the Angels of the Lord above,
"This special child will need much love.
His progress may be very slow.
Accomplishment he may not show. And he'll
Require extra care
From the folks he meets down there.
He may not run or laugh or play,

His thoughts may seem quite far away.
In many ways he won't adapt
and he'll be known as handicapped.
So let's be careful where he's sent,
We want his life to be content.
Please, Lord, find the people who
Will do a special job for you,
They will not realize right away
The leading role they're asked to play.
But with this child sent from above
Comes stronger faith and richer love,
And soon they'll know the privilege given
In caring for the gift from Heaven.
Their precious charge so meek and mild
Is Heaven's Very Special Child."

BEST COPY

SCHOOL WATCH

"What has after all maintained the Human Race on this old globe - despite all the calamities of nature and all the tragic failing of mankind, if not faith in new possibilities and courage to advocate them."

And now, for the potential hornets' nest, powder keg, nightmare - call it what you will. It is the committee that brings the biggest risks, but also the greatest benefits to the school.

There are some who will be critical of the supervisory concept, faculty and students alike. It is my contention that the faculty opposition will be defused by a few months of successful work by this committee and that those students who remain hostile are likely to be of the type that will always be hostile to authority. Most of those who have been caught in some infraction as a result of the committee's work usually are angrier at getting caught than at <u>how</u>.

We call our supervisory committee "School Watch." Its critics call it - among other things - the stool pigeon, informer, squeler, or rat committee. All members of the Leadership class are expected to cooperate in the overall responsibility of this committee, but there are some who are given specific and regular supervisory duties. For the latter group the School Watch serves as their committee work for the year.

Is their work that of a stool pigeon? Well, yes, if using that unfortunate label serves any purpose. What must be underscored is the fact that the anti-social activities faced by modern schools are in a different league from the mischievious pranks of yesteryear.

We are not talking about dipping Susie's pigtails in the inkwell or putting a frog in the teacher's bookbag. We are talking about drug dealing, theft, violence, and vandalism that makes school facilities unusable by the student body (destroyed washrooms, gym facilities, expensive laboratory

and audio-visual equipment). We see no reason to be defensive about students informing on such criminal activity. The students who cooperate with the administration are no different from the courageous concerned citizens who decide to step forward at the risk of personal safety to assist the police. Most readers will remember the famed Kitty Genovese case of a decade or so back. Kitty Genovese was the young woman killed in the streets of a residential section of New York City. Her cries for help, although heard by many of the residents, went unanswered. The middle class men of the area did nothing, later telling the police that "they did not want to get involved." Well, <u>they</u> were not stool pigeons. But neither do we wish them to be models for our student body. We prefer, as previously noted, those who stand up and shout "I am as mad as hell and am not going to take it anymore."

School Watch is an organized effort to help better the atmosphere of our school. It seeks to provede a framework within which concerned students are able to cooperate with each other and with the staff and administration in the common effort of making the school an institution which all can be proud of. The committee members are taught that it is better to report what they see--even if their suspicions prove unfounded--rather than remain quiet and risk letting a fellow student or the school become a victim.

The students on the committee are carefully and repeatedly reminded that their job is not to take action themselves (except in certain cases which will be described shortly), but to report what they have seen to a staff member or administrator. They are to avoid confrontations.

Members of the committee are responsible for informing the proper authorities of all suspicious activities on school grounds:

*unauthorized visitors

*people in unsupervised areas

*vandalism

*breaking into or defacing lockers

*destruction of school furniture or property

*grafitti in restrooms

*loitering in restrooms

What about the danger of apprehended students seeking retribution? The danger is not as great as one might think, especially if the Leadership group comprises the cross-section discussed in an earlier chapter, and if the students reporting serious infractions can be insured anonymity. Let us look at the importance of the cross-section first.

With representation from the major segments of the student body in the class, the impression can be avoided that the "informing" is taking place through one clique of students at the expense of others. The "informing" instead is seen as being directed against those who act in a way that ruins things for everbody in the school.

Also, if some effort has been made to get physically convincing "jocks" and "tough" kids into the program, when the time comes for the supervisory work to deal with a situation, their authority is enhanced in the way all kids understand. Let me give an example.

When the grafitti and loitering problem in the restrooms was first tackled a group of Leadership students actually went into the restrooms where these problems were evident. They did not make an entrance like enraged vigilanties. They approached the smokers and loiterers and simply said something to the effect of "Hey, we don't want to cause trouble, but you guys are ruining this place for everybody. Look at the mess. There are kids who won't even come in here anymore. Why don't you hang around someplace else?"

Reasonable words, no? Neither threatening, nor inflammatory, correct? But nevertheless much more effective when being spoken by a group with two six-foot-three football players or leather-jacketed kids from the local car clubs than a group consisting of two librarians' aides and a debater. Our conviction is that, if properly organized, the Leadership students can project an image of strength (in the good sense of that word), and of commitment. Because they are acting above-board and only in the school's interests, "spying" is expected.

The question of anonymity does arise, however, when we are involved with more serious infractions, especially those of a criminal nature. Will not the police demand that the informants testify publicly?

It is here that the Leadership teacher, in cooperation with the administration, must carry the ball. The way we have handled the problem is by assuring, without equivocation, those who inform on criminal activity that their information will not be used as proof, but as a means to secure proof of guilt. For instance, information about who is dealing drugs in the building, and where, is used only as a lead in apprehending the drug dealers. We do not call in the

police on the basis of a student's report. Instead we use the student's information as a guide to our own surveillance. It is only when we catch the drug dealer "in the act," either dealing or in possession, that we apprehend him or her and call the police. Only the administration and the Leadership teacher are aware of why they kept such a careful eye on the student who was apprehended.

There are a certain number of the class who go even further with their supervisory responsibilities. They make supervision their specific committee responsibility, just as some others choose bulletin boards or radio work. This undertaking requires that the students become responsible for a hall duty assignment during the year, either on a permanent basis for one class period each day, or as a substitute for absent staff.

These students actually undertake the duties of a hall monitor for that post: e.g., keeping the halls clear during classes, checking the restrooms for loiterers, directing hall movement to the proper corridors, etc.. Needless to say, those involved must be carefully trained to avoid physical confrontations, or to handle them properly if unavoidable.

Not all supervisory work is within the realm of surveillance and apprehension, however. The committee also seeks preventative measures, activities designed to occupy the time and attention of those who otherwise might be involved in vandalism or worse. Regular showings of movies, complete with a Leadership class-operated popcorn stand, during the lunch periods is one such activity.

The committee chooses movies they think will draw an audience, rent or otherwise secure the films, find a suitable site for the showings in the school building, set up the projectors or VCRs, and supervise

the showings on a daily basis. A portion of the movie is repeated during the last half of each of our school's lunch periods, so that a student can eat lunch in reasonable amount of time, get to the film, and see the entire movie over the course of a week or so.

At first, some staff protested that a school day was no place for video cassettes of Rocky and Star Wars, but the sight of known lunchtime troublemakers sitting attentively in the film room each day brought a change of heart in most cases.

> *"What kind of man would live where there is no daring? I don't believe in foolish chances, but nothing can be accomplished without taking any chance at all."*
>
> *Lindbergh*

"No printed word nor spoken plea
Can teach young minds what they should be,
Nor all the books on all the shelves
But what the teachers are themselves."

THE LEADERSHIP TEACHER

The question frequently arises: What kind of teacher is required for a course such as this? It is a valid question. There is an issue involved here. Not all good teachers can do the job. But not all good English teachers would make good gym teachers: and not all good Industrial Arts teachers would be successful in running the theater club. But I am confident that every school will have a number of teachers who will be able to handle the job, and who will enjoy it.

There are two things unique about the demands required of the Leadership teacher: a) the extra time required, and, b) the kind of leadership role that must be played by the teacher - a role not exactly the same as the type of leadership all classroom teachers are expected to assert in the course of their normal responsibilities. Let us deal with the first requirement.

The extra time required is considerable: the summer workshops, the after school and evening functions, community contacts, the supervision of those students involved in after school charitable projects. How can a teacher be expected to accept such responsibilities above and beyond the call of duty?

Well, in some cases, there simply will be no problem. There will be teachers willing to give the time. There are teachers who, for a variety of reasons, some quite praiseworthy, others quite matter-of-fact, take no objection to spending more hours at the school than do others on the staff. There are coaches who call more practices than they are required to call, directors of school plays who call extra rehearsals, math teachers who give extra help after the school day.

There are, however, other excellent prospects for the post of Leadership teacher, who cannot, or will not, give the extra time without some compensation. In some cases imaginative scheduling can be the answer. Perhaps the Leadership teacher can be freed from the usual supervisory and chaperone duties; perhaps he or she can be given one less period to teach; perhaps extra money can be budgeted for the extra hours devoted to the course, much as it would be allocated for extra-curricular assignments.

The teacher's leadership qualities are more difficult to describe. Not all leaders are the same; nor are all Leadership teachers. Winston Churchill was different from Jonas Salk; Abraham Lincoln from Teddy Roosevelt; Lyndon Johnson from Leonard Bernstein. Does the teacher have to be young? A male? Outgoing? Sociable? No, but there are some qualities that would seem essential. After all, the Leadership teacher must be a role model for the work and commitment expected from the students in the class. He or she cannot be a clock-watcher, looking to give only what is absolutely required. The teacher must be available to help, must be upbeat, optimistic about the possibilities of bringing about worthwhile change. (Otherwise, why bother?)

The teacher must enjoy being with young people in an informal setting, since long hours in such conditions are going to be part of the program. The teacher must be resourceful, since the projects undertaken by the class are going to have to be constructed to fit the student body and the community. The teacher must have a commitment to improving the community and the school, to making the world a better place to live in.

On the other hand, the teacher's work ethic ought not to be allowed to go overboard. The teacher must be supportive, be a dependable resource, a guide, a counselor - but it will be self-defeating if he or she "does it all" for the students. The students must be encouraged to "make it happen" - to make the required phone calls, write the needed letter, consult the right authorities. If they shrink from these duties and expect the teacher to do the work, they are not being trained to be leaders. Quite the contrary.

I am a child,
All the World waits for my coming
All the World watches with interest
To see what I shall become
The future hangs in the balance
For what I am
The world of tomorrow will be.

I am a child
I have come into your world
About which I know nothing,
Why I came I know not.
I am curious
I am interested.

I am a child,
You hold in your hand my destiny.
You determine largely
Whether I shall succeed or fail
Give me, I pray you
Those things that make for happiness,
Train me, I beg you,
That I may be a blessing to the world.

Guideposts, Hong Kong

GRADING

"To some people, leadership means power, honor, prestige, or personal advantage. But real leadership begins with service to others."

I recommend no "official" grading system for Leadership, just as I would recommend no required grading system for history or science courses. A standard letter or numerical grade could be attached to tests on the course readings and other written work, to the individual charitable work and committee projects, and then be weighed equally. I do something a bit different, but there is no reason for other Leadership teachers to follow suit.

I "negotiate" with the students the value of individual volunteer and charitable work. In September, they project how much time they will have to give and how much responsibility they will have to assume in their project, and give it a letter grade. Five weeks into the course the student and I hold a mini-conference to discuss his or her progress. At the end of the ten week period - when the first report card grade is given - the students must convince me that they have done enough to warrant the agreed-upon grade. More often than not, the students "low ball" their efforts and I end up trying to convince them of their real worth. This grade is then factored in with a grade I assign to their classwork and committee work.

DOES IT WORK?

"That man is a success

who has lived well, laughed often and loved much.

Who has gained the respect of intelligent men and the love of children.

Who leaves the world a better place than he found it -

Whether by an improved poppy, a perfect poem or a rescued soul.

Who never lacked appreciation of earth's beauty or failed to express it -

Who looked for the best in others and gave the best they had."

BEST COPY

DOES IT WORK?

Do the Leadership students become leaders? Can Leadership really be taught? Well, our program has been in existence for less than five years now, so I cannot point to any U.S. senators or corporation presidents from our ranks. I am confident though that many of our students will go on to experience great success in life, and at least in part because of their Leadership experience. I believe we have set them on the right path. My hope is that in years to come I will have some examples to back up that statement.

We do plan to institute a Leadership reunion on a regular basis. My hope is that in addition to pleasant socializing our alumni will be able to examine their old life-collages and writings (I save all these) in order to measure their personal, academic, and social growth since leaving the course. It has been my observation that the Leadership graduates, because of the close-knit team concept of the course keep in contact with each other even without these formal reunions. I find that they also--and for the same reasons--keep closer contact with the Leadership teacher than with teachers of other subjects. Certainly my Leadership students seem to stay in touch with me more than the students from other courses I have taught.

For the time being even without a record of adult successes to cite as evidence, I will say without hesitation that a Leadership class will prove a valuable addition to any high school. It is worth the effort. Make it happen. You will not regret it. The stakes are high. It is this generation of Americans who will run the country that the

present generation of teachers will live in as senior citizens. They are America's most precious resource.

"Leadership is one of the most magnetic words of the English language. There is a universal interest in leaders and what makes them tick."

LEADERSHIP READINGS

A significant portion of the in-class activities in Leadership is devoted to an analysis of a series of readings chosen to acquaint the class with how successful men and women have viewed the key elements of leadership in their lives. Some of the readings focus on the techniques of leadership, others might be called motivational or inspirational readings, uplifting poesm or epigrams, essays designed to convince the students that individuals can "make a difference" (one of our constantly repeated themes).

These readings can be used to satisfy the traditional academic content and testing requirements for the course. Since the readings are quite often from respected works of literature, the memoirs of historic figures, or biographical sketches, their inclusion in the course also goes a long way towards defusing the objections of those who might argue that Leadership is not suitable for academic credit. I would go so far as to say that, if the readings are properly chosen, the exposure to these writings, in and of itself, would constitute a respectable senior elective, regardless of the other Leadership activities of the group. Since many of these readings can be chosen from material in the public domain, there are few problems involved in reproducint class sets of them and handing them out to the class as the proper time arises during the year.

The following examples are meant only to give prospective teachers an idea of the readings that we have found appropriate in our program. Teacher preferences, availability of sources, and regional preferences will determine the selection in other school districts. The list is meant to be neither complete, not a package which must be accepted in its entirely. But, whatever choices are presented to the students, they ought to satisfy two requirements: they should be uplifting and confidence-building, and be from respected sources.

Epigrams

"I prefer the errors of enthusiasm to the complacency of wisdom."

"One day I would like to teach just a few people many and beautiful things that will help them when they will one day teach a few people many and beautiful things that will help them wehn they will one day...."

"If your mind can conceive it, and your heart believe it, then you can achieve it."

No man is an island, entire of itself;
Every man is a piece of the continent, a part of the main;
If a clod be washed away by the sea, Europe is the less,
As well as if a promontory were,
As well as if a manor of thy friends, or of thine own were:
Any man's death diminishes me,
Because I am involved in Mankind;
And therefore never send to know for whom the bells toll;
it tolls for thee.

John Donne

"You know what makes leadership? It is the ability to get men to do what they don't want to do, and like it."

Harry Truman

POINTS TO PONDER

Gordon Parks, author and film director:

"Enthusiasm is the electricity of life. How do you get it? You act enthusiastic until you make it a habit. Enthusiasm is natural; it is being alive, taking the initiative, seeing the importance of what you do, giving it dignity and making what you do important to yourself and to others."

Earl Nightingale:

"Success does not necessarily mean that we must earn a great deal of money and live in the biggest house in town. It means only that we are daily engaged in striving toward a goal that we have independently chosen and feel is worthy of us as persons. A goal, whatever it may be, is what gives meaning to our existence. It is the carrot on the stick that keeps us striving - that keeps us interested - that gives us a reason for getting out of bed in the morning."

Arthur Gordon:

"Sometimes when you are feeling jaded or blase, you can revive your sense of wonder by merely saying to yourself:

Suppose this were the only time. Suppose this sunset, this moonrise, this symphony, this buttered toast, this sleeping child, this flag against the sky. . .suppose you would never experience these things again!

Few things are commonplace in themselves. It's our reaction to them that grows dull, as we move forward through the years."

BEST COPY

A leader -- by definition -- is a person with a following and a cause.

SHORT READINGS

"DESIDERATA"

GO PLACIDLY AMID THE NOISE, & HASTE, &

REMEMBER WHAT PEACE THERE MAY BE IN SILENCE, AS

FAR AS POSSIBLE WITHOUT

surrender be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story. Avoid loud and agressive persons, they are vexations to the spirit. If you compare yourself with others, you may become vain and bitter; for always there will be greater and lesser persons than yourself. Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism. Be yourself. Especially do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment it is perennial as the grass. Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe, no less than the trees and the stars; you have a right to be here. And whether or not is is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be, and whatever

your labors and aspirations in the noisy confusion of life keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

THE VALUE OF A SMILE

"It costs nothing, but creates much.

It enriches those who receive,
without impoverishing
those who give.

It happens in a flash and the
memory of it sometimes
lasts forever.

None are so rich
that they can get
along without it and none are so
poor but are richer for a smile.

It creates happiness in the home,
fosters good will in
a business and is
the countersign of
friends.

Yet it cannot be bought, begged,
borrowed or stolen, for it is
something that is no earthly good
to anybody till it is given away!

And if it ever happens that some
people should be too tired to give
you a smile, why not leave one of
yours?

For nobody needs a smile so much
as those who have none left to give."

BEST COPY

WHAT IS A FRIEND?

What is a friend? I will tell you. It is a person with whom you dare to be yourself. Your soul can be naked with him. He seems to ask of you to put on nothing, only to be what you are. He does not want you to be better or worse. When you are with him, you feel as a prisoner feels who has been declared innocent. You do not have to be on your guard. You can say what you think, so long as it is genuinely you. He understands those contradictions in your nature that lead others to misjudge you. With him you breathe freely. You can avow your little vanities and envies and hates and vicious sparks your meannesses and absurdities and, in opening them up to him, they are lost, dissolved on the white ocean of his loyalty. He understands. You do not have to be careful. You can abuse him, neglect him, tolerate him. Best of all, you can keep still with him. It makes no matter. He likes you - He is like fire that purges to the bone. He understands. He understands. You can weep with him, sin with him, laugh with him, pray with hom. Through it all - and underneath - he sees, knows and loves you. A friend? What is a friend? Just one, I repeat, with whom you dare to be yourself.

D. Raymond Beran

TODAY'S THE DAY TO GIVE THANKS

DEAR READERS:

It's Thanksgiving again. A few years ago I wrote a column especially for this day. It was so well received that I was asked to repeat it, and now it's become a tradition. Here it is again:

"Oh this Thanksgiving Day, take a few minutes to think about what you have to be thankful for.

How's your health? Not so good? Well, thank God you've lived this long. A lot of people haven't. You're hurting, more. (Have you ever visited a veterans' hospital? Or a rehabilitation clinic for crippled children?)

If you awakened this morning and were able to hear the birds sing, use your vocal cords to utter human sounds, walk to the breakfast table on two good legs and read the newspaper with two good eyes, praise the Lord! A lot of people couldn't.

How's your pocketbook? Thin? Well, most of the world is a lot poorer. No pensions. No welfare. No food stamps. No Social Security. In fact, one-third of the people in the world will go to bed hungry tonight.

Are you lonely? The way to have a friend is to be one. If nobody calls you, call someone. Go out of your way to do something nice for somebody. It's a sure cure for the blues.

Are you concerned about your country's future? Hooray! Our system has been saved by such concern. Concern for fair play under the law. Your country may not be a rose garden, but it also is not a patch of weeds.

Freedom rings! Look and listen. You can still worship at the church of your choice, cast a secret ballot and even criticize your government without fearing a knock on the head or a knock on the door at midnight. And if you want to live under a different system, you are free to go.

As a final thought, I'll repeat my Thanksgiving Prayer; perhaps you will want to use it at your table today:

O, heavenly Father: We thank thee for food and remember the hungry.
We thank thee for health and remember the sick.
We thank thee for friends and remember the friendless.
We thank thee for freedom and remember the enslaved.
May these rememberances stir us to service.
That thy gifts to us may be used for others. Amen."

Have a wonderful Thanksgiving and may God bless you and yours.

--Love, Abby

"Resolve to be tender with the young,

Compassionate with the aged,

Sympathetic with the striving,

and tolerant with the weak and the wrong -

Sometime in life you will have been all of these."

SEND SOMEONE A SMILE

Condensed from These Times

Ann Bateman

"One day shortly after my third child was born, I received a note from another young mother, a friend of mine who lived just three blocks from me. We hadn't seen each other all winter.

"Hi, friend," she wrote, "I think of you often. Someday we'll have time to spend together like in the old days. Keep plugging. I know you're a super mother. See you soon, I hope." It was signed: "Your friend on hold, Sue Ann."

The few words lifted my spirits and added a soothing ointment of love to a hectic day. I remember thinking. Thanks, Sue Ann. I needed that.

The next day was my errand day, because my husband was home to tend the children. I decided to visit a card shop a few miles away that was having a sale. I wasn't in a good mood. The baby had a cold, and I was in a hurry.

Instead of reacting to my brusqueness, the saleswoman was extremely courteous and helpful. Noticing that her name tag read Janet Sullivan, I asked the woman if she was the store owner. "Oh, no," she said. "I'm just one of the employees, but I love it here." I left the shop feeling more able to cope.

On othe way home, I thought, I really ought to write a note to the owner of that shop and tell her what a good employee Janet Sullivan is. But, of course, there isn't time.

Wehn I arrived home, however, things seemed peaceful. On my desk I say my friend Sue Ann's note. If she had the time to lift my spirits, why, I had time to help cheer others.

"Dear STore Owner," I wrote. "It was a hectic morning and I came into your shop with a chip on my shoulder. But Janet Sullivan was pleasant, extremely helpful, and she did not let my uptight mood affect her kindness to me. Thank you for hiring such a lovely lady and for making my day better." I signed the note "A satisfied customer."

Nest I wrote to Janet Sullivan. It all took only a few minutes, but the rest of my day seemed to glide by more smoothly than usual. I decided I would write notes more often when I ran into people who were doing a good job.

That Monday, my six-year-old came home from school with a clever puppet and several other delightful learning tools. For quite a while I had been impressed with the good job Meagan's teacher was doing, yet I had never told her.

Why not? I thought, as I pulled out another sheet of stationary.

"Dear Miss Patrick," I began. "Your clever ideas make learning fun. My daughter loves school. You seem to have time for the individual child, and I frankly don't know how you do it. I'm so happy that there are dedicated teachers like you who have talent and love for their jobs. Thanks for giving my little girl a good start and a good attitude toward learning.

Sincerely, A Happy Mom".

I decided not to sign the note. I didn't want Miss Patrick to think I was trying to help my daughter to be better-liked.

When I went out to mail Miss Patrick's note, I noticed a neighbor checking his mailbox. Mr. Williams's head drooped and his pace seemed slower as he shuffled back to his house empty-handed. I hurried back into my own house because I could hear my baby crying, but I couldn't get Mr. Williams off my mind. It wasn't a check he was waiting for; he was quite well-to-do. He was probably looking for some love in his mailbox.

While Meagan drew a picture of a mailbox with a smile in it and Tami drew a rainbow, I wrote a little note. "We are your secret admirers." it began. We added a favorite story and a poem. "Expect to hear from us often," I wrote on the envelope.

The next day my children and I watched Mr. Williams take out his mail and open the envelope right in the driveway. Even at a distance, we could see he was smiling.

My mind began reeling when I thought of all the people who could use smiles in their mailboxes. Waht about the 15-year old Down's-syndrome girl near my parents whose birthday was coming up? The endless people I didn't even know who still believe in courtesy and in doing a good job? Even on busy days I could find the time to write at least one note.

Hundreds of notes later, I have made two discoveries:

1. Notes don't need to be long. When my neighbors the Linthrops moved, I heard several other neighbors comment on how much they missed them. My note from our street was extremely short.

   "Dear Linthrops," I wrote. "When you moved, you took some sunshine with you. People here miss your smiles and happy voices. Please come back to visit. Your friend on Cherry Lane."

2. Anonymous notes leave others free of obligation. It is difficult for people to accept compliments or help, and anonymous notes alleviate any embarrassment or feelings that they must acknowledge or reciprocate in any way.

At first I wanted credit for the notes. But, now, writing them in secret adds a sense of adventure. It's more fun. I once overheard talk of the Phantom Note Lady. They were discussing me, but they didn't know, and I wasn't telling.

Perhaps I will never have the means and the time to help others in magnificent ways, even after our children are grown. But right now it is satisfying to know

that I am helping to lift spirits in small ways. I have found that it is easy to find the time to write letters of priase, love and appreciation. And as a side effect, I find myself looking at my own circumstances in a much more positive light. But then happiness usually is a side effect."

THE COP WHO SPREADS SUNSHINE

by Joseph P. Blank

"By making inspiring reality of his own impossible dream, Philadelphia Policeman Bill Sample has made dreams come true for hundreds of critically ill children

For six years William Sample, a 40 year old police officer, had been assigned to protective duty at St. Christopher's Hospital for Children in Philadelphia. Among the patients were a large number of chronically or terminally ill children, suffering from such afflictions as cancer, cystic fibrosis and kidney disease. Over the years, Sample came to know many of the children and, as well, families who had been drained financially and emotionally. He wished constantly that he could do something to ease their suffering.

Then, one evening in October 1976, a dream of an idea occurred to him. "Every one of these kids must have some special wish, "he said to his fiancee, Helene, who was assistant personnel manager at the hospital. "I can't do anything to make them physically better. But maybe I can help make some of their dreams come true."

Helene let the idea seep in for a minute. "Let's do it," she said.

They called nine people, men and women who cared greatly about children, to a meeting. Bill's enthusiasm was contagious, and soon the others eagerly offered to join the project. What to call it? "How about 'Sunshine?" someone suggested. "Because we'll be putting a little sunshine into children's lives." Applause. Agreement.

"That's it, then," Bill said. "The Sunshine Foundation.'"

In January 1977, Sunshine cast its first ray when the cheerful, round-faced cop - scarcely anybody's idea of a fairy godmother - found five year old Bobby, who was dying of leukemia, sitting in St. Christopher's waiting room with his parents. Bill asked Bobby what he would like to do or have above anything else. Bobby said he didn't know, But a nurse had told Bill that the boy yearned to play in the snow.

"How about a weekend at a resort hotel in the Pocono Mountains?" he asked. "Everybody goes. You, your sister and brother, your folks. Sound good?"

Bobby nodded. Bill looked at the parents, and they nodded too. But the expressions on their faces told him that they weren't sure what they were encountering.

At this point Sunshine was still penniless, so Bill sent the Pocono hotel a personal check to cover the reservation for Bobby and his family. Bill, Helene and several Sunshine volunteers decided to go too. "We didn't want to be nosy," Bill explains. "But we wanted to see if we were doing the right thing. Was Sunshine worthwhile? Did it matter.?"

It mattered. "Bobby rode the snowmobile and toboggan, and even skied," Bill recalls. "His father said he showed more energy than he had in a year. In the excitement of enjoying himself, he grew less aware of his pain. For a few days the horror in the lives of this family retreated a little."

Several days later Bobby's mother telephoned Bill: "We'll never forget the weekend, never forget what you did for Bobby, never forget you."

That weekend determined the new course of Bill's life. But making dreams come true costs money, and none of the Sunshiners had a feasible fund raising idea. They had tried bingo, with Bill borrowing $2300 form a bank to rent a hall and provide prizes. Bill andhis Sunshiners, however, could not compete with Philadelphia's professionally run bingo tournaments.

By May 1977 Bill had personally borrowed $4500 on behalf of Sunshine. Although an unquenchable optimist, he could see his wonderful idea winding up as a pipe dream.

Then, when his gloom was deepest, publicity by a Philadelphia newspaper comumnist and Bill's appearances on local radio shows began attracting a rising flow of small donations. By 1978 Sunshine had some 30 volunteers. They sold raffle tickets, cookbooks, and cakes, ran dances, flea markets and fashion shows.

Soon there was enough money for Bill to rent an apartment near the beach at Ocean City, NJ. That summer ten families spent a week each at the beach, and for the first time in their lives some sick kids played in the sand and sat on the shore with the sea lapping at their legs.

In 1978 the Commonwealth of Pennsylvania gave the Sunshine Foundation the first of three annual $25,000 grants. Vastly encouraged, Bill enlisted staff members at St. Christopher's and Children's Hospital in the search for unfulfilled dreams, and sent letters to children's hospitals in every other major American city. Responses came from all over the country, and they have kept coming in increasing numbers each year since.

A girl in Oregon wants a pony. A little boy in Illinois dreams of sitting on the deck of a houseboat as it eases down the Mississippi. an Indiana girl would love to touch a California redwood.

No wish has ever been denied. An Oklahoma girl yearned to visit relatives in California, but was too sick to travel. So sunshine flew the California family to Oklahoma. A computer went to a New Jersey boy confined to a wheelchair and unable to speak. He now uses the computer to "talk" with his family.

Sometimes a Sunshine Foundation effort to grant a wish inspires a community response. A couple in West Virginia wrote that their leukemic daughter, who shared with them the only bedroom in their small cottage, wanted a room of her own more than anything else. Sunshine had a local building supply company deliver needed materials - and friends and neighbors helpted the girl's father build the additional room.

Many parents are understandably reluctant to ask for "charity" - or simply don't believe Sunshine is for real. In these instances Sunshine frequently learns of the child's plight from someone connected with the family.

A friend wrote about 13 year old Sam, who had a rare malignancy of the spine and was not given much hope for recovery. His great wish was to sit in the stands at the 1982 Super Bowl game in Pontiac, Mich.

Sunshine telephoned the family and told the mother that her son's dream would be fulfilled. "I don't really believe this is happening." she exclaimed.

It was the end of December and the Super Bowl game would be played on January 24. The stadium was sold out. Sunshine telephoned the executive offices of the Philadelphia Eagles and requested, with an explanation, five tickets from the team's allotment. The answer was a quick yes.

The news was telephoned to Sam. "Am I really going?" he asked, breaking into tears, "I can't believe it."

The Super Bowl game thrilled Sam and so did the autograph given him by victorious San Francisco Forty Niner quarterback Joe Montana. The family wrote, "Words are sometimes hard to find when you are trying to say thank you for something so priceless as love and kindness."

Occasionally, physicians appeal to Sunshine. An Ohio doctor wrote about his patient Gary, a 12 year old with congenital heart disease. "He has been ill all hos life and I doubt that he will live another year. At present, he can hardly walk 50 yards without becoming short of breath and exhausted. Like all children, he dreams of going to Disney World. But his parents cannot afford it. They live in near poverty."

Sunshine made the necessary arrangements for Gary's trip and, once again, dream became reality. Upon the family's return from Disney World, the doctor reported: "A truly miraculous thing has happened. I don't have any way medically to explain it. Gary made a tremendous gain in physical endurance and was able to navigate easily over his five-day stay in Florida. His breathing was unlabored all during the trip. I can only assume that the climate was responsible for his well being. His father is going back to florida to look for a job. This may be one case in which the Sunshine Foundation has been able to prolong a life as well as make a child's dream come true."

The family did move to Florida and later told the doctor Gary was doing very well.

Another doctor wrote to Sunshine about Suzanne, who had "severe burn scars on her face, scalp and body. She has had 20 hospitalizations with numerous surgeries for plastic reparis. She will survive, but will be disfigured."

The mother, divorced and living on a bare survival income, had no telephone. Pride prevented her from answering several Sunshine letters. The doctor finally persuaded her to reply.

She told the Samples, "Susanne and I have done a lot of talking, The one thing she wants is a Barbie doll's remote-controll car. She also wants a watch. Anything you can do to help her have a nice Christmas would be appreciated."

With the Foundation short of cash as usual, two Sunshine women borrowed Sample's credit card to go shopping. On Christman Eve, Bill and a Santa dressed volunteer packed up the gifts - including Barbie and Ken dolls an array of outfits for both, the Barbie car and the watch - and drove to Susanne's apartment. She stared at them in astonishmen "Santa, why haven't you been here before?" she asked. After joyously opening her presents, Susanne led the visitors into the kitchen. "Here, Santa," she said, "I made some cookies for you."

Later, the two men drove to Bill's house, savoring the best Christmas Eve they had ever spent.

To Sunshine, every request is urgent. Several children have died before their dreams could be fulfilled, and others soon after. In November 1981, one mother wrote about her 14 year old son who the year before had traveled to Florida as a Sunshine guest: "It breaks my heart to tell you that on October 2 we lost Brian to his disease. We are sending you a $50 Check. Brian had a yard sale and raised the money himself. He wanted it to go to you because you gave him one of the most important things of his life - not only the trip to Florida but a new view of people who give so unselfishly of themselves. He never stopped talking about you and his trip."

So far Sunshine has fulfilled more than 600 dreams. The Foundation headquarters has grown from Bill's briefcase to three rooms above a Philadelphia hardware store. There, four dedicated young women answer the mail and make necessary arrangements. Upon request, they send applications, which include a question about family income to parents of very sick children. The return of a completed application is followed by a letter to the child's physician, requesting the diagnosis, prognosis, and restrictions, if any, on the child's ability to travel.

The Foundation has no wealthy or corporate supporters that can be counted on for regular contributions, and Bill remains a full time cop. Although he has enough service time to retire, he can't afford to. "Sunshine is still mostly a nickel and dime operation," he says, "Many times we've been desperate for money to give a child his or her wish. But somehow, in the next day or two, the mails have always brought us the money we needed.

"You know," he says, his strong voice dropping to a whisper, "sometimes I have the feeling that the kids whose dreams we've fulfilled and who have since died are seeing to it that we have what we need to help children who need us today."

THE MIRACLE OF MAY LEMKE'S LOVE

"Day after day, year after year, she cared for the unwanted child - talking and singing to him, encouraging and loving him, desperately trying to break through the barrier that held him mute and helpless. And she prayed."

by Joseph P. Blank

The Milwaukee County General Hospital had a serious prolem: a six-month old infant named Leslie. Mentally retarded and without eyes, the baby also had cerebral palsy. He was a limp vegetable, totally inresponsive to sound or touch. His parents had abandoned him.

The hospital staff didn't know what to do - untill a pediatrician mentioned May Lemke, a nurse governess living nearby. A nurse telephoned May and explained that in all likelihood Leslie would die in a short time. "Would you help us by taking care of him while he lives?" the nurse asked.

"If I take him he certainly will not die, and I will take him." May replied. The nurse never mentioned that the county could provide money for the infant's care, and it never occurred to May to ask.

That was 30 years ago. May was 52 at the time. She and her second husband, Joe, lived in a small house at the edge of a lake in nearby Pewaukee. A World War I bride from England, May had raised five children to adulthood. Her first husband died in 1943, and five years later she married Joe Lemke, a skilled construction worker.

Four and a half feet tall and weighing 90 poinds, May is still the direct-talking, indefatigable woman Joe married. And she retains the same deep faith in God. Today, at 82, she rarely walks, she scurries.

When May accepted the baby, she accepted him as just that, a baby - no different from others - to be taught and loved. On the first feeding attempt, she saw that Leslie lacked the sucking reflex that is spontaneous with most babies. Apparently, e had been fed by tube at the hospital. May quickly taught him. She put the bottle nipple between his lips, then put her lips near his, moving the nipple and making sucking sounds against his cheek. He caught on.

As she worked with him, May sang a lullaby remembered from her own childhood. She changed a few words to fit Leslie's blindness:

"Only a baby small dropped from the sky
Only a baby small without any eyes.
Only a baby small always at rest
Only a baby small that God knows best."

She bathed him, cuddled him for hours, talked to him, sang to him. He never moved or uttered a sound.

Year after year she cared for him, but there was no movement. No smile. No tears. No sound. If May had not tied him to the back of the chair he would have toppled over.

May never stopped talking to him. She massaged his back, legs, arms and fingers. She prayed, and sometimes when she prayed she wept and put Leslie's hands to her cheeks so he could feel the tears. "I feel sad right now and I'm crying," she would say.

May refused to consider the child a burden. I did not seek Leslie, so there has to be a reason why I was picked to raise this child, she told herself. God in his time, will show me the reason.

May was never reluctant to bring Leslie out in public. He was her boy, her love. She intuitively felt that somewhere in the maze of his damaged brain he was trying, and she was proud of him. During a bus ride, a woman who several times had seen May talking to the unresponsive boy in her arms said, "Why don't you put that child in an institution? You're wasting your life."

"It's you who's wasting your life," May snapped. "This kind of a child is brought around by kindness and love. Not in an hour or a month or a year. Lasting kindness and love."

One summer, Joe spent hours in the lake bobbing the boy around in the water, hoping that the doll-like, lifeless movements of his arms and legs would inspire him to move his limbs voluntarily. Once or twice May thought she detected deliberate motions, but Leslie did not repeat them.

That fall May took Leslie to a rehabilitation center in Milwaukee. No one thought anything could be done for the boy. There was not a single word of encouragement.

This professional pessimism didn't deter her. She knew that someday Leslie was going to break out of his prison. She just had to help him. She tried to think of a way to get the concept of walking into his mind. He had never made a move to crawl. He had never seen anyone walk.

She asked Joe, who was a rock of support to her, to make a wide leather belt for her waist and attach small loops on each side of it. Taking steps, she would clasp Leslie's hands to her hips in the hope that he would absorb the walking motion. He just slumped and dangled behind her.

The Lemkes then had a chain-link fence erected along the side of their property. and May stood Leslie next to it. Thrusting his fingers through the openings. After several weeks he finally got the idea of letting the fence support him. He stood. He was 16.

Then May tried to get him to move along the fence. She never stopped talking to him, encouraging him: "Come on, love, move just a little bit, a little bit." She said this hundreds of times, moving his hands and feet herself. Finally, he moved on his own.

Once he could do that, she tried to lure him away from the fence. "Come to Momma, love. Please come to Momma," she'd call. After months, he learned to totter two or three steps.

It was an interminable, grueling struggle, but May never thought of it as a struggle; she was simply striving to help her boy. But she knew that she needed help in this effort. Please do something for Leslie, May prayed time and again. He may be 18 years old, but he's still a baby. Once she got angry. The Bible tells of the miracles. Please dear God, let there be a miracle for this boy.

One day she noticed Leslie's index finger moving against a taut piece of string around a package, as if plucking it. Was this a sign? she wondered. What did it mean?

Music! she exclaimed to herself. That's it. Music. From then on the Lemke house was filled with music from the record player, the radio and the TV. Hour after hour the music played. Leslie gave no indication that he was listening.

May and Joe bought an old upright piano for $250 and placed it in Leslie's bedroom. Repeatedly, May pushed his fingers against the keys to show him that his fingers could make sounds. He remained totally indifferent.

It happened in the winter of 1971. May was awakened by the sound of music. It was 3 a.m. Someone was playing Tchiakovsky's Piano Concerto No. 1. She shook Joe. "Did you leave the radio on?" she asked.

"No," he said.

"Then where's the music coming from?" She swung out of bed and turned on a living room light. It dimly illuminated Leslie's room. Leslie was at the piano. May saw a smile glowing on his face.

He had never before got out of bed on his own. He had never seated himself at the piano. He had never voluntarily or deliberately struck the keys with his fingers. Now he as actually playing a concerto - and with deftness and confidence.

May fell to her knees. Thank you, dear God. You didn't forget Leslie.

Leslie obviously had been listening to the music, and listening with such intense concentration that, like a computer, his brain had stored every composition that had come to his ears. Why the music burst out of him on that early morning hour in late winter is unknown. But come it did, like a gale. His repertoire ranged through the classics, rock, ragtime, country western and gospel.

"Coming out" musically opened the door for all kinds of emotions and developments. Occasionally a single word popped from his mouth. Then one afternoon some children were playing on the other side of the chain link fence, and May asked them what they were doing. One of them answered, "We're having fun," he siad in a thick but understandable voice. It was his first complete sentence, and May grabbed him and hugged him.

Several months later in the family living room Leslie beg to tremble, and tears rolled down his cheeks. "I'm crying," he sobbed. "I'm crying." He had never wept before and now he did so just as his mother had years before. May watched him cry a flood for 20 minutes. She was grateful that he could express whatever pain

or fear had been locked inside him. To her it was a beautiful sight. Leslie also learned to feel his way through the rooms. May and Joe taught him to use the toilet. He brushed his teeth. He bathed himself.

Meanwhile, Leslie's skill at the piano steadily increased. His rendition of Gershwin's "Rhapsody in Blue" is a tour de force, flawless and evocative.

And he sings. Before learning to speak clearly he could readily mimic a variety of singers. He has a big, round voice and, when he pulls out all the stops, it can be heard a block away. He can do Luciano Pavarotti in two Italian operas, Jimmy Durante in "Inka Dinka Doo," Louis Armstrong in "Hello, Dolly!" and both parts of the Jeanette MacDonald-Nelson Eddy duet in "Sweethearts."

Two years ago, at the age of 28, Leslie began talking in earnest. Although he cannot hold a give and take conversation, he makes statements and can ask and answer questions. Sometimes he expresses an opinion. While listening to TV one night Leslie got fed up with the dialogue in a situation comedy. "Better get that off," he said. "They're all crazy."

As news of Leslie's talent traveled, groups requested him for concerts. May pondered the invitations; then she decided that public appearances would be valuable to Leslie. The music would give him a sense of participating in society. "And those people sitting out there, watching and listening, might get a sense of wonderment and a feeling of hope that they might never have had. They would see what can happen to a human being thought to be absolutely hopeless and helpless."

Leslie played at churches, civic clubs and schools, and for groups of cerebral palsy and retarded children and their parents. He went on to colleges, county fairs, local television and finally network television.

He loves performing. Sometimes he will burst into song while sitting in an airport lounge or airliner. People around him are often startled by his first notes, but his closing always is met with exclamations and applause.

There still are many things that Leslie cannot do. Those fingers that perform so brilliantly at the keyboard cannot use a knife or fork. Conversation does not flow easily. But ask what music means to him and he replies with a voice that is firm. "Music," says Leslie, "is love."

* * * * * * * * * * *

For nearly two centuries authorities have puzzled over the phenomenon of the austistic savant (often, called idiot savant) - a person who, though mentally retarded by brain damage, is capable of an extraordinary specific talent. "The feats performed by a typical autistic savant are usually far beyond the capabilities of even the most brilliant of normal minds." says Bernard Rimland in "Cognitive Defects in the Development of Mental Illness." "How can a child with an I.Q. of 37 instantly tell you that 6427 times 4234 equals 27,211,918?" And Leslie's achievementespecially since it occurred after childhood, is so formidable that it defies belief. "We can neither match the autistic savant's performance nor explain how it is achieved," Rimland, director of the Institute for Child Behavior Research in San Diego and a leading researcher in the field, further states:.

But May Lemke believes there's only one explanation for a miracle. And each day she gives Leslie the same loving care that helped that miracle occur.

VALUE CLARIFICATION

Please note that value clarification/discussion starters are meant to be just that - discussion starters. I do not take a stand or argue in favor or against any of the ensuing issues. Rather, after reading each of the following articles/briefs - the class discusses each issue. The entire exercise is meant to place each student in a thought-provoking/conflict resolution situation.

VALUES CLARIFICATION -- DISCUSSION STARTERS

ARTHUR GORDON:

Sometimes when you are feeling jaded or blase, you can revive your sense of wonder by merely saying to yourself:

Suppose this were the only time, Suppose this sunset, this moonrise, this symphony, this buttered toast, this sleeping child, this flag against the sky - suppose you would never experience these things again!

Few things are commonplace in themselves. It's our reaction to them that grows dull, as we move forward through the years.

AMERICAN INDIAN PRAYER
Red Cloud Indian School, Pine Ridge, S.D.
Used by permission

O great Spirit, whose voice I hear in the winds, and whose breath gives life to all the world, hear me! I am small and weak; I need your strength and wisdom. Let me walk in beauty, and make my eyes ever behold the red and purple sunset. Make my hands respect the things you have made and my ears sharp to hear your voice. Make me wise so that I may understand the things you have taught my people. Let me learn the lessons you have hidden every leaf and rock. I seek strength, not to be greater than my friend, but to fight my greatest enemy - myself. Make me always ready to come to you with clean hands and straight eyes. So when life fades, as the fading sunset, may my spirit come to you without shame.

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A SHORT COURSE IN HUMAN RELATIONS

The six most important words: "I admit I made a mistake."

The five most important words: "You did a good job."

The four most important words: "What is your opinion?"

The three most important words: "If you please."

The two most important words: "Thank you."

The one most important word: "We."

The least important word: "I."

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DEAR READER:

These New Year's resolutions are based on the original credo of Alcoholics Anonymous. I have taken the liberty of using that theme with some variations of my own:

* *Just for today I will try to live through this day only, and not set bar-reaching goals to try to overcome all my problems at once.*

* *Just for today, I will try to be happy. Abraham Lincoln said, "Most folds are about as happy as they make up their minds to be." He was right. I will not dwell on thoughts that depress me.*

* *Just for today I will adjust myself to what is, I will face reality. I will try to change those things that I can change and accept those things I cannot change.*

* *Just for today, I will try to improve my mind. I will not be a mental loafer. I will force myself to read something that requires an effort.*

* *Just for today I will do a good deed for somebody - without letting him know it.*

* *Just for today I will do something positive to improve my health. And I will force myself to exercise - even if it's only walking around the block, or using the stairs instead of the elevator.*

* *Just for today I will be totally honest. If someone asks me something I don't know. I will not try to bluff; I'll simply say, "I don't know."*

* *Just for today I'll do something I've been putting off for a long time.*

* *Just for today, before I speak I will ask myself, "Is it true? Is it kind? And if the answer to either of those questions is negative, I won't say it.*

* *Just for today I will make a conscious effort to be agreeable, I will look as well as I can, dress becomingly, talk softly, act courteously and not interrupt when someone else is talking.*

* *Just for today I will be unafraid. I will gather the courage to do what is right*

and take the responsibility for my own actions.

P.S. *Have a happy, healthy New Year. And pray for peace!*

- Lobe, Abby

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REMEMBER ME?

My name is Gossip. I have no respect for Justice.

I maim without killing. I break hearts and ruin lives.

I am cunning and malicious and gather strength with age.

The more I am quoted, the more I am believed.

I flourish at every level of society.

My victims are helpless. They cannot protect themselves against me because I have no name and no face.

To track me down is impossible. The harder you try, the more elusive I become.

I am nobody's friend.

Once I tarnish a reputation, it is never quite the same.

My name is Gossip.

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"A COMMENTATOR WITH A SPECIAL, PERSONAL INTEREST MOURNS THE DEATH OF AN UNWANTED BABY"

Condensed from Washington Post
Georg Will

The baby was born in Bloomington, Ind., the sort of academic community in which medical facilities are apt to be excellent. Like one of every 700 babies, this one had Down's Syndrome, a genetic defect involving varying degrees of retardation and, sometimes, serious physical defects. The baby needed major but feasible surgery to enable food to reach its stomach. The parents refused the surgery. Instead, they chose to starve their baby to death.

An Orwellian euphemism -- "treatment to do nothing" - was concocted for this refusal of potentially lifesaving treatment. Indiana courts refused to order surgery. The baby's death was thus the result of premeditated action, in the hospital and in court.

Such killings can no longer be considered aberations, or culturally incongruous. They are part of a social program to serve the convenience of adults by authorizing them to destroy inconvenient young life. The parents' legal arguments, conducted in private, reportedly emphasized freedom of choice. There is no reason to doubt that if the baby had not had Down's Syndrome, the operation would have been ordered without hesitation by the parents or, if not by them, by the courts. Therefore the baby was killed because he was retarded.

Indeed, the parents' lawyer implied as much when, justifying the starvation, he emphasized that, even if successful, the surgery would not have corrected the retardation; that is, the Down's Syndrome was sufficient reason for starving the infant. But the broader message of this case is that being an unwanted baby is a capital offense.

In 1973 the U.S. Supreme Court legalized abortion.* Some critics were alarmed because, in their view, the Court offered no intelligible reason why birth should be the point at which discretionary killing stops. They feared what the Indiana affair demonstrates; the killing will not stop. The trick is to argue that the lives of certain kinds of newborns are not sufficiently "meaningful" - a word used in the 1973 Supreme Court ruling - to merit any protection that inconveniences an adult's freedom of choice.

Hours after the Indiana Supreme Court had upheld the right to choose "treatment to do nothing," the lawyer for the baby's parents pubicly praised his clients' "courage" in making a difficult decision. He said it was a "no-win situation" because "there would have been horrific trauma - trauma to the child, who would never have enjoyed a quality of life of any sort, trauma to the family, trauma to society."

The Washington Post headlined its report: "The Demise of 'Infant Doe'" (the name used in court_. The story began: "An Indiana couple, backed by the state's highest court and the family's doctor, allowed their severely retarded newborn baby to die late Thursday..."

But "severely retarded" is a misjudgment that is both a cause and an effect of cases like the one in Indiana. There is no way of knowing, and no reason to believe, that the baby would have been "severely retarded." A small fraction of Down's Syndrome children are severely retarded. The degree of retardation cannot be known at birth. Furthermore, such children are dramatically responsive to infant stimulation and other forms of early intervention.

When a commentator has a direct personal interest in an issue, it behooves him to say so. My son Jonathan, age ten, fourth-grader, Oriole fan and the best Wiffle-ball hitter in southern Maryland, has Down's Syndrome. He does not "suffer from" Down's Syndrome. He suffers from nothing, except anxiety about how the Orioles will finish the season.

He is doing nicely, thank you. But he is bound to have quite enough problems dealing with society - receiving rights, let alone empathy. He can do without lawyers laying down the law about whose life does and whose does not have "meaning", without people and courts asserting the principle that children like him are less than fully human. On the evidence, Down's Syndrome children have little to learn about being human from the people responsible for the death of Infant Doe.

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* The Court's decision in Roe v. Wade upholds a woman's Constitutional right to privacy in deciding whether to terminate a pregnancy during the first trimester; within limits thereafter, the states may impose restrictions.

"AN AMERICAN"

"I have befouled the waters and polluted
the air of a magnificent land.
But I have made it safe from disease.

I have flown through the sky
faster than the sun.
But I have idled in streets made ugly with traffic.

I have littered the land with garbage,
But I have built upon it a
hundred million homes.

I have divided schools with my prejudice
But I have sent armies to unite them.

I have beaten down my enemies with clubs,
But I have built courtrooms to keep them free.

I have built the bomb to destroy the world,
But I have used it to light a light.

I have outraged my brothers in the
allies of ghettos,
But I have transplanted a human heart.

I have watched children starve from
my golden towers,
But I have fed half of the world.

I was raised in a grotesque slum,
But I am surfeited by the silver
spoon of opulence.

I live in the greatest country in the world
and the greatest time in history,
But I scorn the ground I stand upon.

I am ashamed,
But I am proud.

I am an American."

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"Take time to think - thoughts are the source of power.

Take time to play - play is the secret of perpetual youth.

Take time to read - reading is the fountain of wisdom.

Take time to pray - prayer can be a rock of strength in times of trouble.

Take time to love - love is what makes living worthwhile.

Take time to be friendly - friendships give life a delicious flavor.

Take time to laugh - laughter is the music of the soul.

Take time to give - any day of the year is too short for selfishness.

Take time to do your work well - pride in your work, no matter what it is, nourishes the ego and the spirit.

Take time to show appreciation - thanks is the frosting on the cake of life."

BEST COPY

"HE was born in an obscure village the child of a peasant woman.
HE grew up in still another village, where he worked in a carpenter shop
til he was 30.

Then for three years, HE was an itinerant preacher
HE never wrote a book
HE never held an office.
HE never had a family or owned a house.
HE didn't go to college.
HE never traveled more than 200 miles from the place HE was born.
HE did none of the things one usually associates with greatness.

HE had no credentials but himself.
HE was only 33 when public opinion turned against him.
HIS friends ray away.
HE was turned over to his enemies and went through the mockery of a trial.
HE was nailed to a cross between two thieves.
While HE was dying, his executioners gambled for his clothing, the only
property he had on earth.
When HE was dead, HE was laid ina borrowed grave and buried through the pity
of a friend.
Nineteen centuries have come and gone, and today HE is the central figure of
the human race.
All the armies that ever marched,
all the navies that ever sailed,
all the parliaments that ever sat,
all the kings that ever reigned,
put together,
have not affected the life of man on earth as much as that

ONE SOLITARY LIFE.

I asked God for strength that I might achieve -
I was made weak that I might learn humbly to obey.
I asked for wealth - that I might do greater things -
I was given poverty - that I might be wise.
I asked for power - that I might have the priase of men -
I was given weakness that I might feel the need of God.
I asked for all things - that I might enjoy life -
I got absolutely nothing that I had asked for -
BUT EVERYTHING THAT I HAD HOPED FOR.
Almost inspite of myself, my unspoken prayers were answered,
And I among all men - was most richly blessed.

BEST COPY

In addition we use lengthier readings, usually assigned as homework: essays, short stories, sections of biographies and autobiographies. For example: John F. Kennedy's Profiles in Courage, William Manchester's biography of Winston Churchill The Last Lion, also Manchester's stirring account of U.S. Marine bravery in the Pacific in World War II, Goodbye Darkness, portions of James McGregor Burns' biography of Franklin Delano Roosevelt, Merle Miller's recent biography of Harry Truman, the Reader's Digest's condensed version of Lawrence Elliott's LaGuardia: Portrait of an American Original, Charles Lindbergh's Spirit of St. Louis, The Prophet by Kahlil Gibran, The Little Prince by Antoine de Saint-Exupery.